

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="text-align: right; font-size: small;"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 27 PM 12:11 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal Information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Karnes City Independent School District	128901		
Vendor ID #	ESC Region #	DUNS #	
	03	029190725	
Mailing address	City	State	ZIP Code
314 N Hwy 123	Karnes City	TX	78118-1900

Primary Contact

First name	M.I.	Last name	Title
Frances	M	Ehrlich	Program Director
Telephone #	Email address		FAX #
830-780-2321	fehrlich@kcisd.net		830-780-5374

Secondary Contact

First name	M.I.	Last name	Title
Jeanette		Winn	Superintendent
Telephone #	Email address		FAX #
830-780-2321	jwinn@kcisd.net		830-780-3823

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jeanette		Winn	Superintendent
Telephone #	Email address		FAX #
830-780-2321	jwinn@kcisd.net		830-780-3823

Signature (blue ink preferred)

Date signed

4.25.2018

Only the legally responsible party may sign this application.

701-18-111-016

Schedule #1—General Information

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 128901	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 128901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	128901 Karnes City ISD	Jeanette Winn <i>Jeanette Winn</i>	830-780-2321 jwinn@kcisd.net	\$1,364,900
Member Districts				
2.	128902 Kenedy ISD	Vanessa Pawelek <i>Vanessa Pawelek</i>	830-583-4100 vpawelek@kenedyisd.com	\$19,300
3.	013903 Pettus ISD	Jaime Velasco <i>Jaime Velasco</i>	361-375-2296 jvelasco@pettusisd.com	\$38,600
4.	128903 Runge ISD	Kyle Spivey <i>Kyle Spivey</i>	830-239-4315 kspivey@rungeisd.org	\$19,300
5.	013902 Pawnee ISD	Michelle Hartmann <i>Michelle Hartmann</i>	361-456-7256 mhartmann@pawneelsd.net	\$19,300
6.	247906 Stockdale	Daniel Fuller <i>Daniel Fuller</i>	830-996-3551 daniel.fuller@stockdaleisd.org	\$38,600
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$1,500,000

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Since 2012, while the State of Texas experienced a 12.0% *DECREASE* in families living in poverty and witnessed a 15.4% *DECREASE* in juvenile delinquency referral rates, the catchment area that includes Karnes City ISD, Kenedy ISD, Runge ISD, Pettus ISD, Pawnee ISD, and Stockdale ISD has experienced a 6.8% *INCREASE* in families living in poverty and an 18.6% *INCREASE* in juvenile delinquency referral rates (2018 Community Needs Assessment [CNA]). Further, the catchment area has a high school dropout rate that is 29.6% *HIGHER* than the State of Texas average (CNA). The CNA also mentioned that one of the bright spots in the community was the eight existing afterschool programs, however, the CNA noted that each of these afterschool programs will close their doors on July 31, 2018, leaving the area without a single afterschool program. To address these economic, educational, recreational and criminal justice inequities in the catchment area, the six districts, mentioned above, have partnered together to create a regional Partnership of Afterschool Centers of Excellence, called PACE. According to the CNA, there are 1,074 at-risk students in the elementary and junior high school level and the PACE program will recruit these at-risk students. Once enrolled in PACE, these students, and their families, will be provided with nutritional snacks, specialized tutoring, enrichment opportunities and family involvement activities. Each program and activity being offered by the PACE program aligns with each school district's instructional plan by providing at-risk students with evidence-based programs and practices that are designed to increase school connectedness and improve student achievement. Once fully operational, students who attend the PACE program, regularly, will experience a: (1) 10.0% improvement in academic performance, (2) 10.0% improvement in attendance, (3) 12.0% decrease in behavioral referrals, (4) 7.0% improvement in grade promotion rates, and (5) 7.0% decrease in school dropout rates.

To design the PACE program, the PACE Executive Management Team (PEMT) reviewed existing afterschool programs, scoured the latest journal articles and research related to operating afterschool programs, interviewed staff, students, administrators, and parents, related to what they needed and wanted in an afterschool program. As an example, interviews with working parents noted that they needed a full 12-months of programming in the first year. With this information, the PEMT developed a budget that allows for the hiring of: (1) A highly-qualified Program Director, (2) 9 Site Coordinators to handle the day-to-day operations of each site, (3) 3 Academic Liaisons to align at-risk students' school days with afterschool tutorials, (4) A Family Engagement Specialist to provide parent involvement activities at each center, (5) A Parent Involvement Specialist who will be assigned to the Priority School campus and campuses with the highest percentage of at-risk students. Further, the budget allows for contracting with qualified tutors and the hiring of youth care staff to ensure that all youth in the program are provided a safe and supervised afterschool program. In addition, the budget allows for transportation, field trips and the use of adjunct sites. A high-quality program is needed as the catchment area is a primarily rural area that is devoid of many amenities that most communities take for granted (e.g., there is no public transportation system, Karnes County does not have a single movie theater and some cities do not have a fast food restaurant, etc.). Demographically, the program has placed an emphasis on ensuring that it is a cultural fit within the minority-majority communities the program is designed to serve.

The PACE program was designed based on the data derived from the CNA and the supplemental data collected by the PEMT. The CNA is a collaborative effort among catchment area groups, including government agencies, school districts, nonprofit organizations and community members and is mandated by the Governor's Office to be reviewed and updated every two years. Managing the PACE program will fall to the PEMT, comprised of the Superintendent of each partnering school district. The PEMT will hire a Program Director (PD) who will supervise the 9 Site Coordinators who in turn will supervise the tutors and youth care staff. Further, an evaluator will conduct a rigorous evaluation that will include qualitative and quantitative data and will utilize process and outcome measures, along with fidelity assessments, to ensure the PACE program is meeting its established goals and objectives. Programmatically, the PACE program addresses each of the Statutory Requirements (SR) as it was designed using CNA data, including data related to working families (SR1) and describes partnerships (SR2), impact of school performance (SR3), use of best practices (SR4), improvement in academic achievement (SR5), a dissemination plan (SR6), transportation needs (SR7), volunteer efforts (SR8), initial sustainability plans (SR 9), and coordination of resources (SR 10). The program also addresses the TEA Program Requirements (TPR) by providing detail about each center (TPR1), describes the management plan (TPR2), and describes the evaluation plan (TPR3). The program also addresses each of the TEA Priorities (TP) by including a Priority School (TP1), including qualified partners (TP2), and the application includes written letters of support for local sustainability (TP3). The PEMT is committed to the goals of the Texas ACE program and the PEMT is committed to sustaining effective afterschool programs in the catchment area after funding ends. As part of this effort, the PEMT has already secured nearly \$300,000 in annual in-kind commitments toward this end.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 128901			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,207,933	\$7,068	\$1,215,001
Schedule #8	Professional and Contracted Services (6200)	6200	\$47,480	\$16,470	\$63,950
Schedule #9	Supplies and Materials (6300)	6300	\$50,690	\$9,000	\$59,690
Schedule #10	Other Operating Costs (6400)	6400	\$120,859	\$40,500	\$161,359
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,426,962	\$73,038	\$1,500,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,426,962	\$73,038	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$89,790	\$45,310	\$135,100
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$75,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 128901			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	0	\$0
2	Educational aide	0	0	\$0
3	Tutor	53	0	\$254,340
Program Management and Administration				
4	Project director (required)	1	0	\$68,500
5	Site coordinator (required)	9	0	\$359,001
6	Family engagement specialist (required)	1	0	\$40,500
7	Secretary/administrative assistant	1	0	\$28,500
8	Data entry clerk	0	6	\$3,000
9	Grant accountant/bookkeeper	0	2	\$3,200
10	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
11	Counselor	0	0	\$0
12	Social worker	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant	0	0	\$0
14	ESC coordinator/manager/supervisor	0	0	\$0
15	ESC support staff	0	0	\$0
16	ESC other	0	0	\$0
17	ESC other	0	0	\$0
18	ESC other	0	0	\$0
Other Employee Positions				
19	Academic Liaisons	3	0	\$62,001
20	Youth Care Specialists/Workers	52	0	\$238,410
21	Parent Involvement Specialist	1	0	\$39,000
22	Subtotal employee costs:			\$1,096,452
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$0
25	6121 Support staff extra-duty pay			\$0
26	6140 Employee benefits			\$118,549
27	Subtotal substitute, extra-duty, benefits costs			\$118,549
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,215,001

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 128901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator-Complete required rigorous evaluation	\$13,500
2	Subject matter experts/speakers for PACE participants related to college, career competencies, etc.	\$5,000
3	Adjunct Site: Bee Family Fun Center-To allow for structured physical activities (i.e., to teach bowling and how to keep score in bowling).	\$6,000
4	Adjunct Site: Three Rivers City Pool- To allow for structured physical activities (i.e., to allow students to learn to swim and teach water safety).	\$750
5	Adjunct Site: The Ranch County Country Club [Karnes County]- To allow for structured physical activities-(i.e., to teach golf and archery to students)	\$4,000
6	Adjunct Site: Karnes City Aquatic Club- To allow for structured physical activities (i.e., to allow students to learn to swim and teach water safety).	\$2,000
7	Adjunct Site: Floresville City Pool- To allow for structured physical activities (i.e., to allow students to learn to swim and teach water safety).	\$1,000
8	Adjunct Site: PinTwist Stockdale- To allow for structured physical activities (i.e., to teach bowling and how to keep score in bowling).	\$2,000
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$34,250
c. Remaining 6200—Professional and contracted services that do not require specific approval: (Utilities for 9 centers @ \$275 per center, per month x 12 months)		\$29,700
(Sum of lines a, b, and c) Grand total		\$63,950

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RFA #701-18-111; SAS #287-19
2018-2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 128901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. [NAA Conference]	\$3,448
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: N/A	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1,962
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$5,410
	Remaining 6400—Other operating costs that do not require specific approval: <i>Travel to Kick-Off Meeting</i> [per grant instructions] (\$460 per staff @ 3 staff) = \$1,380 <i>Travel Project Director's Meetings</i> [per grant instructions] (\$493.50 per meeting @ 2 meetings) = \$987 <i>Travel to 3 Regional Conferences</i> [per grant instructions] (\$250 per event) = \$750 <i>Local mileage Program Director</i> (400 miles per month @ \$0.50 per mile @ 1 staff) = \$2,400 <i>Local mileage FES</i> (226 miles per month @ \$0.50 per mile @ 1 staff) = \$1,356 <i>Local mileage Parent Involvement</i> (226 miles per month @ \$0.50 per mile @ 1 staff) = \$1,356 <i>Local mileage Site Coordinators</i> (20 miles per month @ \$0.50 per mile @ 9 staff) = \$1,080 <i>Local mileage Academic Liaisons</i> (150 miles per month @ \$0.50 per mile @ 3 staff) = \$2,700 <i>OSTI-Conference</i> [per grant instructions] (3 staff @ \$940 per staff) = \$2,820 <i>Nutritious Snack</i> (\$3.00 per student, per trip/event @ 3 trips @ 680 students) = \$6,120 <i>Student Transportation</i> [To and from program] (\$15,000 a year, per site @ 9 sites) = \$135,000	\$155,949
Grand total:		\$161,359

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 128901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	N/A		\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	N/A	0	\$0	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	N/A	0	\$0	\$0
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	N/A			\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Will hold a Master's degree in Social Work, have at least ten years experience operating a high-quality, multicounty 21 st Century Afterschool Program that serves at-risk youth.
2.	Site Coordinator(s)	At least three years of experience working with youth is required. A Bachelor's degree in Education, or related field, with at least three years of management experience, is preferred. Requires "flex" scheduling to meet the needs of a before- and after-school program.
3.	Family Engagement Specialist	The program will seek a Family Engagement Specialist who has at least five years' experience working with parents from diverse socio-economic backgrounds as well as with parents from diverse ethnic backgrounds. Dual language (English-Spanish) will be preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance of regular attendees by 10% compared to non-attendees.	1. Provide Strategic Tutoring to all students.	09/04/2018	07/31/2019
		2. Provide small group tutoring to identified students.	09/04/2018	07/31/2019
		3. Provide individualized tutoring to identified students.	09/04/2018	07/31/2019
		4. Academic Liaisons integrate school day and after school day by working with students' teachers.	09/04/2018	07/31/2019
		5. Retired Teacher Mentor assigned to students.	09/10/2018	07/31/2019
2.	Improve Attendance of regular attendees by 10% compared to non-attendees.	1. Students help to develop their own attendance plan.	09/10/2018	07/31/2019
		2. Parents of students review and approve plan.	09/17/2018	07/31/2019
		3. Site Coordinators contact students/parents who miss two or more consecutive days.	09/17/2018	07/31/2019
		4. Rotate enrichment activities every 6-weeks.	09/10/2018	07/31/2019
		5. Use adjunct sites to expand recreational opportunities.	09/17/2018	07/31/2019
3.	Improve Behavior of regular attendees by 12% compared to non-attendees.	1. Train staff on principles of PBIS.	08/01/2018	09/11/2018
		2. Implement PBIS at centers.	09/04/2018	07/31/2019
		3. Site Coordinators track discipline issues.	09/04/2018	07/31/2019
		4. Referral to counseling via Connections.	09/04/2018	07/31/2019
		5. Participate in ROPES Course activities.	09/17/2018	07/31/2019
4.	Improve promotion rates of regular attendees by 7% compared to non-attendees.	1. Family Engagement Specialist will work with family and student to create promotion plan.	09/04/2018	07/31/2019
		2. Academic Liaisons will track students' progress.	09/04/2018	07/31/2019
		3. 'Stay In School' activities initiated.	09/10/2018	07/31/2019
		4. High school mentors recruited and trained.	08/01/2017	09/10/2018
		5. High school mentors assigned to identified students.	09/10/2018	07/31/2019
5.	Improve Graduation Rates of regular attendees by 7% compared to non-attendees.	1. Academic Liaison (AL) will be assigned students failing one or more classes every six-weeks.	09/04/2018	07/31/2019
		2. Provide tutoring to all students failing 1 or more classes.	09/04/2018	07/31/2019
		3. AL and student create Graduation Plan, part of ESP	09/04/2018	07/31/2019
		4. AL reviews progress of plan every 6-weeks.	09/04/2018	07/31/2019
		5. Career exploration opportunities offered.	09/28/2018	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Evaluating community needs and resources: The catchment area covered by the PACE program conducts a formal community needs assessment (CNA) approximately every three years. The assessment is conducted by local area community stakeholders representing government officials, nonprofit organizations, education agencies and health care providers. Data collected as part of the CNA include, but is not limited to the U.S. Census Bureau, Texas Education Agency, Texas Juvenile Justice Division, Community Resource Coordination Groups and Local law enforcement. The CNA presented below applies to the PACE program catchment area, an area that encompasses 1,105 square miles.

1) Resources Available: *First*, the catchment area has qualified and capable individuals in positions of authority. Local school districts are staffed by highly skilled administrators and teachers, local area nonprofits have qualified and trained staff, law enforcement officials are dedicated to providing a safe and secure community for all residents, and the sole before- and after-school program, that serves 8 centers is staffed by highly experienced, dedicated and trained staff. *Second*, the area has several recreational amenities to include a country club, several community pools, and recreational centers. *Third*, the catchment area is home to several city and county libraries that work cooperatively with local area school districts to help improve student and family literacy. *Fourth*, the area has a high- and low-level certified ROPES course that is used to help improve the self-efficacy of at-risk youth.

2) Identified Community Needs and Gaps: *Need/Gap 1:* There is not a single supervised after-school program for students who do not participate in a school sponsored program. Further, only 8 of the 23 campuses in the catchment area have any form of after-school program and all those campuses will lose funding on July 31, 2018. *Need/Gap 2:* A growing number of students in the proposed catchment area are living in poverty. This was confirmed as U.S. Census Bureau data (2016) noted that 22.4% of the total population, 38.4% of all children, and 26.5% of all families in the catchment area are living below the poverty level and this is a 19.2% increase since 2013. Further, TEA data (2017) notes that 69.7% of all students in the catchment area are considered economically disadvantaged and this is an 8.6% increase in the past two school years (TEA, 2017). *Need/Gap 3:* Students are struggling academically as according to TEA (2017) only 72.3% of the catchment area youth passed all STAAR tests which is a rate that is 3.7% LOWER than the State of Texas average. Further, fewer catchment area students are prepared for college as according to TEA (2017) only 25.6% of catchment area students passed the College Ready Graduates indicator – a rate that is 50.1% LOWER than the State of Texas average (TEA, 2017). *Need/Gap 4:* There is an increase in youth violence as between 2012 and 2016, the catchment area experienced a 1.2% increase in juvenile population but experienced a 400.0% increase in violent felonies and a 20.4% increase in total referrals to the juvenile probation department. Further, the catchment area's rate of referral to the juvenile probation department is 131.8% HIGHER than the State rate. For perspective, this means that the catchment area's juvenile referral rate is HIGHER than Harris County, home of Houston, the 4th largest city in the United States, Bexar County, home of San Antonio, the 7th largest city in the United States, and Dallas County, home of Dallas, the 9th largest city in the United States. *Need/Gap 5:* As the 8 before- and after-school programs in the area are preparing to close on July 31, 2018, working families need more before- and after-school programs. In the catchment area nearly 27.0% of all working families, who work full-time, are living in poverty, a rate that is 47.1% HIGHER than the State of Texas average. Further, since the catchment area is in a rural area, 81.1% of PACE families must commute to work, a rate higher than the State average. Thus, working families need an expanded learning program that allows these families the ability to work their full-time jobs and commute back to pick-up their children and begin their primary job, being a parent.

3) How the PACE program addresses the needs/gaps: To address *Need/Gap 1*, the PACE program will create 9 before- and after-school centers in the catchment area to replace the 8 before- and after-school centers being shuttered in July 2018. To address *Need/Gap 2* and *Need/Gap 3*, the Program will provide high-quality tutoring and enrichment program services to the areas' most at-risk youth. This will provide program participants with the educational supports necessary to increase students' academic achievement, achieve grade promotion goals, graduate 'on-time' and will develop a college readiness culture. To address *Need/Gap 4*, the Program will provide *Positive Behavioral Interventions and Supports* (PBIS) which is an evidence-based program designed to reduce school disciplinary referrals and thus, disrupt the school-to-prison pipeline. Further, the PACE Program will utilize the ROPES course to improve youth self-efficacy and thus, help reduce the number of youth being referred for criminal behavior. To address *Need/Gap 5*, the Program will expand the number of before- and after-school centers from 8 to 9, thus helping more working families.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

The Karnes City Independent School District (KCISD) and its partners in the PACE program, have a long history of establishing effective working partnerships with local area organizations. This statement is even more impressive given the fact that the PACE program is primarily located in rural, south-central, Texas. As noted above, Karnes County doesn't have a cinema and other areas covered by the PACE program do not have fast food restaurants. Further, from the list provided by TEA, not a single registered organization covers Karnes County or Wilson County. Despite this fact, the PACE program has worked to secure partnerships with the following eligible partners: (1) Connections, (2) Girls Scouts, (3) Boy Scouts, (4) Texas Agrilife, (5) Karnes/Wilson County Juvenile Probation Department, and (6) Public Libraries (Karnes City, Kenedy, Runge and Stockdale).

Connections is a nonprofit organization that provides individual and family counseling services to students from at-risk environments (NOTE: 1,074 students at the proposed PACE sites are considered "at-risk" by the TEA). It is important to understand that Connections was chosen to partner with the PACE Program because the agency is the local area provider under the Services To At-Risk Youth (STAR) contract from the Department of State Health Services. Connection's has agreed to provide counseling to referred students. Services may also include family counseling as the need arises. Partnering with Connection's provides an additional layer of social-emotional support for the ACE Program's most "at-risk" students. Further, Connections has a long history of providing services to before- and after-school programs.

Girl Scouts of Southwest Texas (GSSWT) is another nonprofit organization that has a history of providing services to before- and after-school programs. Girl Scouts of the USA's (GSUSA) national curriculum is aligned with state and national educational standards proven to prepare girls for the future. Girl Scouting offers comprehensive out-of-school-time programming that allows girls to discover a variety of interests while developing their leadership capacity to impact Southwest Texas. Girl Scout programs are delivered through five pathways designed to reach more girls with Scouting and engage them over the longest duration. Girls may participate in all or one of the following pathways in a program year: troops, camp, events, series and travel.

Boy Scouts of America (BSA) - Alamo Area Council is the official nonprofit organization that oversees Boy Scout activities in Karnes County. The Alamo Area Council, BSA, headquartered in San Antonio, Texas, serves a 13-county area imparting the Scouting program to over 17,600 youth and 6,100 volunteer adults in South Texas. BSA continues to prepare young people for life by providing character development and values-based leadership training, utilizing outdoor activity, citizenship, and sports fitness.

Texas Agrilife, officially the Texas A&M AgriLife Extension, provides community education in the areas of agriculture, horticulture, wildlife, consumer education, natural resources, nutrition, money management, healthy lifestyles, disease prevention, and youth character education. This group has been providing before- and after-school programs for many years and these programs include activities for youth and families.

The Karnes/Wilson County Juvenile Probation Department has offered to provide access to the department's high and low ROPES course. This allows PACE program participants to gain self-confidence in a supervised and safe environment. Though all students will be offered an opportunity to participate on the ROPES course, particular attention will be paid to those students who are experiencing discipline issues and attendance problems. Research has shown that completing activities such as a ROPES course can decrease discipline referrals and increase attendance of at-risk youth.

In addition, the PACE program will work with the city libraries in Karnes City, Kenedy, Runge, Beeville and Stockdale to provide access to additional resource materials and to help integrate the public library resources within the public-school district. This collaborative agreement with the libraries has been helpful as it expanded the number of academic resources available to the students and their parents without increasing any costs.

By developing these partnerships, the PACE program has, without additional costs to the program, added counseling, leadership and self-sufficiency opportunities via the Scouting program, nutrition and agriculture educational opportunities via Texas Agrilife, a student level socio-emotional development piece via the ROPES course, and access to a 'treasure trove' of additional academic and literacy resources via the libraries.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The PACE will positively impact academic performance, attendance, discipline referrals, advancement, graduation rates and career competencies by utilizing evidence-based programs and practices and by using continuous quality improvement processes to ensure informed decision making.

Improved academic performance will be achieved by hiring Academic Liaisons and qualified tutors and by implementing an evidence-based program called Strategic Tutoring Strategies. The Academic Liaisons will be responsible for helping PACE tutors improve their tutoring skills and practices. Specifically, the Academic Liaisons will work with PACE tutors to develop multiple tutoring methods designed to meet the learning style of the student. Further, the PACE will implement a three-tiered intervention approach using Strategic Tutoring Strategies. The three levels are: **Level 1:** All students will be provided with homework assistance via trained tutors using current assignments; **Level 2:** Students failing a class in a grading period will be provided with tutors who are subject matter experts; and **Level 3:** Students failing 2 or more classes in a grading period will be assigned an Academic Liaison who will help coordinate instruction between the students campus teacher, tutor and parents. This will ensure a comprehensive yet scalable program to ensure that all PACE students are performing at their academic best.

To improve attendance the PACE will work with each student and their parents to develop an attendance plan. Site Coordinators will follow-up with students and parents (as appropriate) when a student misses more than two consecutive days of school. To keep students interested and connected to school the Program will alternate recreational and enrichment activities each 6-weeks. Further, students will be provided opportunities to connect with school via school sponsored swimming, golf, and/or bowling events.

To improve discipline referrals of all PACE students, while in PACE and at school, the program will utilize *Positive Behavioral Interventions and Supports* (PBIS). PACE will utilize student behavioral data for informed decision-making; use measurable outcomes supported and evaluated by data; implement practices with evidence that these outcomes are achievable; and will have trained staff that can efficiently and effectively support the implementation of these practices. In addition, counseling services for students with disciplinary referrals related to underlying mental health concerns (e.g., mild depression, bullying, etc.) will be provided by Connections, a local community-based organization.

To help improve advancement will require that students attend school, improve their behavior (so as not to miss instructional time), improve their academic achievement, and be motivated to complete school. PACE will accomplish the first three items with the specific actions noted above (i.e., implement Strategic Tutoring, assigning an Academic Liaison to struggling youth to help coordinate school-day with after-school day instruction, creation of an attendance plan, implement PBIS, etc.). Helping to ensure that students' stay in school and are on track to graduation on time will require that PACE staff help to motivate students to graduate from school. To do this the PACE staff will deliver "stay in school" activities that will provide factual information, delivered in a pedagogical manner, to all PACE students and their parents.

To improve graduation rates and career competencies, PACE staff will work to ensure that all students are improving their academic achievement, will help to improve student attendance, will work to improve student behavior and will work to improve student promotion rates. Further, PACE staff will provide academic and enrichment activities based on research and best practices and access, as needed and available, to online credit recovery, college preparation, and career exploration opportunities. Increasing knowledge about the benefits of being college and career ready will be the focus of the PACE graduation initiative.

To improve career competencies the PACE Academic Liaison's will design, with the assistance of the Site Coordinator, a learning framework that will assist students in learning essential career competencies (e.g., critical thinking, oral/written communications, teamwork, digital library, leadership, professionalism, etc.). As an example, one site might offer a debate club to stress critical thinking, oral/written communication, teamwork, professionalism and how to use digital libraries, etc.) while another site might offer a robotics/rocketry club that stresses teamwork, communication, leadership, and professionalism. This framework will be implemented in a pedagogical appropriate manner. To provide students with a better understanding of the career opportunities available to them, each site will host a career exploration week in which local area employers will be asked to present information about what they do, why they do it and the skills needed to work in their area of expertise. Initial efforts in this direction have resulted in contacting local area oilfield operators, pipefitters, truck drivers, chemists, geologists, farmers, and ranchers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The PACE program was designed using the latest research related to best practices for afterschool programs. These best practices include: 1) Intentional programming using the SAFE method; 2) Hiring high-quality staff; 3) Creating and maintaining effective partnerships; 4) Using evidence-based strategies; and 5) Utilizing a formative program evaluation.

Intentional programming using the SAFE means that every activity is Sequenced, Active, Focused, and Explicit. First, PACE staff will ensure all activities are "broken down and *sequenced* to allow youth to learn, develop, connect to and master a specific set of skills" (Afterschool Alliance, 2014). Second, PACE staff will employ teaching strategies "that use *active* forms of learning" to engage participants with hands-on learning rather than the traditional "sit and get" teaching strategy. Third, PACE staff will focus appropriate time and resources on participant instruction and skill development. Fourth, PACE staff will develop clear and explicit learning goals that are relayed to the participants in well-defined and specific terms. Researchers found that programs using SAFE had participants who achieved greater academic performance and experienced fewer disciplinary referrals (CASEL, 2014). The PACE Site Coordinators will ensure that every activity meet the SAFE requirements by using a SAFE Form. In addition, the Site Coordinator will ensure that the program can provide adequate resources and time to make the activity successful.

Hiring high-quality staff for expanded learning programs is a best practice. As the quality of a teacher is known to impact the outcomes of his/her students', the same can be said about expanded learning program staff (Huggins, 2013). Hiring high quality staff helps to ensure that PACE creates a culture in which students feel safe and supported and creates an environment that fosters participant social, emotional and academic growth. Programs that had high-quality staff had participants with improved academic scores, especially in math and reading, compared to participants in programs where there were less high-quality staff (Russell, 2009). PACE will ensure that it hires high-quality staff by making pay competitive and providing incentives for staff with more years of experience.

Creating and maintaining effective school, community and family partnerships has been shown to improve students' academic achievement and increase student engagement (Afterschool Alliance, 2014). The PACE staff will work with school-day teachers to connect what the student is learning during the school day with what will be happening during PACE hours. PACE staff and instructional day teachers will meet at least twice a month to share information. In addition to school partnerships, the PACE staff will maintain the long-established community partners (e.g., Connections, Karnes City Aquatic Club, etc.). Creating and maintaining community partnerships has been associated with increasing students' academic achievement (Griffin & Martinez, 2013). Family partnerships will be accomplished by the PACE Family Engagement Specialist who will ensure that the PACE students' parents are informed and actively engaged in the PACE program. Increasing family partnerships has been found to improve student academic achievement, improve school attendance and improve graduation rates (Jeynes, 2012).

The PACE program will utilize two evidence-based strategies. First, the program will integrate *Positive Behavioral Interventions & Supports* (PBIS) into the afterschool program. PBIS is being implemented during the school day at several school campuses and integrating it into the PACE program is a natural fit. PBIS is an evidence-based program that has been found to reduce school disciplinary referrals and improve school climate (Bradshaw & Lewis-Palmer, 2008). *Strategic Tutoring* is an evidence-based practice in which a trained tutor not only helps a student complete and understand an immediate assignment but also teaches the student strategies required to complete similar tasks independently in the future. The PACE program's Academic Liaisons will be responsible for ensuring that all tutors utilize Strategic Tutoring when working with students in the PACE program. Researchers found that Strategic Tutoring improves students' academic achievement (Hock et al., 2001). Having a strong academic component was intentional as "after school programs that have a strong central educational component, such as effective homework help...have been found to be predictive of academic success" (SEDL, 2006).

The PACE program will utilize formative program evaluation to ensure that program staff and stakeholders are held accountable to high-quality standards and to allow staff an opportunity to reflect, reassess, revise, and improve program operations and outcomes. The PACE Program Evaluator will collect process and outcome data to assess if the PACE program is being implemented as authorized, with fidelity, and if outcomes are being achieved (e.g., improved grades, attendance, discipline, etc.). Programs that utilize formative program evaluations have been found to experience higher student outcomes (Sheldon & Hopkins, 2008).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The PACE program understands that to be effective its students must first want to participate in the program. Students who do not enjoy the PACE program experience will "vote with their feet" and not return. To prevent this from happening requires that every student, every day, is recognized, engaged, and enriched. To recognize each student, PACE staff will greet students, every day, as they enter for a snack. Staff will be diligent to welcome students who were absent on the previous day. Letting a student know they were missed when absent from school is a positive indicator for helping students stay connected to school (Transforming School Climate, 2014).

In addition to greeting students, each PACE site will work to ensure that the program engage students academically. Daily, students who are passing all their classes will receive homework assistance via a trained and highly-qualified tutor. Students who have failed a class in the prior grading period will receive, at least once a week, small group tutoring sessions focused on the specific class and content that the student is struggling with. Students failing two or more classes will receive individualized tutoring sessions, at least twice a week, focused on the specific classes the student is failing. All tutors will be trained in, and will utilize, Strategic Tutoring strategies. Strategic Tutoring is a tutoring process in which the tutor not only helps the student complete and understand the immediate assignment but also teaches the student the strategies required to complete similar tasks independently in the future. This focus on academic achievement has been found to be effective (Castro, 2015). The PACE Academic Liaison will be responsible for ensuring that all PACE tutors are using Strategic Tutoring strategies. Further, to engage families, the *Family Engagement Specialist* (FES) will create family events and ongoing family activities, including learning at home opportunities, for each PACE Center. In addition, PACE will hire a full-time *Parent Involvement Specialist* that will be assigned to the Priority Schools and to the schools with the highest percentage of at-risk students. This person will be able to go on home visits, follow up on truancy referrals, facilitate family workshops, attend parent/teacher conferences and create a Family Alliance Team on each of designated campuses. This approach has been found to be effective at improving student achievement (Wang, 2013).

To help identify students for the PACE program, Site Coordinators will obtain progress reports and the 6/9-week grades to determine which students are failing a class or are at-risk of failing. Site Coordinators, Principals and the FES will contact students and parents to inform them of the services available through PACE. Each centers' most at-risk students will be assigned an Academic Liaison who will work with the student, the students' parents, the students' teachers and the PACE Program tutors to develop an "Educational Success Plan" (ESP). This plan might include, if the student is in elementary school, enrolling the student in "Homework Alert" and the student will be assigned a "study buddy". If the elementary school student is failing, or is at-risk of failing, a core subject area class, the student may be referred to the "Skills Attack" class, which will focus on deficient core subject area skills. If the student is at a junior high school campus the ESP might call for the student to enroll in H.E.L.P. (Here Everyone Learns Productively), a homework assistance program. Further, junior high school students who fail one or more core subjects may be referred to the "Power Hour" which focuses on subject area tutorials and/or STAAR skills. Students with a high absence rate, which is a predictor of academic achievement difficulties, will be invited to join PACE for enrichment activities with a specific focus to help reconnect the youth to school. Students with high discipline referrals, another predictor of academic difficulties, will be recommended for Character Development and Team Building activities, such as completing a ROPES course.

Enrichment activities will be used to attract, engage and motivate students to stay in the PACE program. Thus, when students have completed their homework or additional academic support for the day, they can select from rotating activities such as calligraphy, karate, chess, cooking and guitar. To ensure that students don't get bored, the *Center Activity Team* (CAT), comprised of the Site Coordinator, Tutors, Youth Care Specialists, and Youth Care Workers, will work with student leaders and parents, at each site, to create a list of activities that will excite, engage, and motivate students to attend the program. Once a comprehensive list is created, non-academic activities will be rotated on a 6-week basis. This rotational system has been shown to increase recruitment efforts and has been shown to improve attendance in after school programs. Thus, regardless of a students' circumstance, every student enrolled in the PACE program will be recognized, engaged and enriched. Recognizing students will help connect them to the program and to school. Engaging the student in academic supports (e.g., homework assistance, small group tutoring, individualized tutoring, etc.) using Strategic Tutoring will help improve academic achievement. Enriching students, via activities, will help broaden the students' skills and experiences, as well as, help to motivate the student to stay in the program, and thus receive additional recognition, engagement and enrichment which will lead to overall student success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon receiving notice and formal acceptance of a grant award under the 2018-2019 Texas 21st Century Community Learning Centers, Cycle 10, program, the PACE staff will activate the PACE program Dissemination Plan. The PACE Program Dissemination Plan includes: 1) Initial Program Dissemination Plan; 2) Ongoing Dissemination Plan; and 3) Social Marketing Dissemination Plan.

Initial Program Dissemination: Upon receiving notice that the PACE program was awarded, and the partnering school districts accepted the award, the PACE Program Director will initiate the 'Initial Program Dissemination' plan. First, the Program Director will craft a news release that will be submitted to all local area newspapers, television and radio stations. The press release will focus on the overall award, the school campuses impacted, and basic enrollment information. Once this press release is approved by each Superintendent, the press release will be submitted for publication. Second, the Program Director will craft a brief Frequently Asked Question (FAQ) for each school campus impacted by the award. The FAQ will address "who", "what", "when", "where" and the "how" of the program for each campus. With approval of each campus principal the FAQ will be posted on each campuses website and/or Facebook page. Third, the Program Director, working with the Site Coordinators and Campus Principals, will schedule a "public meeting" at each impacted school campus to ensure that the residents understand the location of the before- and after-school centers and what activities will be provided. All press releases and FAQ's will be written in English and Spanish (the two languages spoken in the catchment area) and the public meeting will have translators, as needed. This will ensure that all information about the program is understandable and that all information is accessible.

Ongoing Dissemination Plan: Having a dissemination plan that allows for regular and accurate communication between stakeholders is an important part of a high-quality management plan. The PACE program will work to facilitate communication in the community in a manner that is understandable and accessible. The Site Coordinators and the Program Director will be responsible for ensuring that all students and parents are informed about the PACE program. First, this will be accomplished by disseminating general program information and registration information to students and parents when the parent is registering their children for school. This information will include the dates and hours and physical locations of the PACE Centers. Second, information sheets and letters with contact information for each Center will be sent home (written in both English and Spanish) to ensure that all parents are informed about the program. Third, once students are registered for the PACE program they will be provided an additional information sheet, written in both English and Spanish, that further explains the PACE program, including the hours, the dates and the physical location of the Centers. In addition to traditional communications, the PACE staff will also utilize Facebook, Snap, and/or Twitter accounts to further provide accurate, reliable, and nearly instant communication with stakeholders. Site Coordinators, after receiving training, will work to ensure that each Center has a Facebook page that contains events and calendars. Site Coordinators will be required to update their center's Facebook page at least once per month. For nearly instantaneous communication, the PACE program staff will utilize Twitter and/or Snap. These social media tools will be utilized to help disseminate fast, accurate, and reliable information to parents and other community stakeholders (e.g., alert parents to emergency school closures due to bad weather, water leaks, etc.).

Social Marketing Dissemination Plan: To ensure that the PACE program does not become stigmatized (e.g., as a program of "dumb" or "bad" kids, etc.) the PACE program will create a social marketing campaign. This marketing campaign will take place through the following elements and activities: 1) *Monthly Updates* (via newsletters and Facebook updates) that highlight the successes of the program; 2) *Student in Focus:* A monthly interview with a student attending the PACE program to highlight the student and what the student has accomplished while in the program; and 3) *Upcoming Events:* Which will highlight what activities are being included in the next six-week activities rotation. Keeping the community updated about the program, via monthly updates, highlighting the accomplishment of students attending the PACE program, via a Student in Focus segment, and by publishing Upcoming Events, to showcase the new activities coming to the PACE program, will help to prevent any negative stigma from being created related to attending the program..

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Based on a survey of parents in the PACE program catchment area, nearly 50% of all students attending the program will require transportation. To ensure that every PACE program participant is provided with safe transportation, the PACE program will only utilize school district buses and drivers. Using regular school buses and district employed and trained bus drivers will ensure that all PACE students requiring transportation are provided with the safest and most reliable method of transportation available. It will be the responsibility of each Site Coordinator, working with the school campus principal, to ensure that buses are available to safely transport students.

When considering the transportation needs of 680 participating students, the PACE program identified five different transportation needs. Those identified needs are: 1) Feeder school transportation; 2) Before-school transportation; 3) After-school transportation; 4) Summer school transportation; and 5) Adjunct site transportation/Field Trips.

Feeder school transportation: All PACE Centers will be public school campuses, ensuring that students are attending programs that are in a safe and easily accessible facility. With one exception, each PACE Center is its own feeder school; therefore, students will not need to be transported to these locations. The one exception is the Karnes City Primary School, a campus that serves Pre-K to 1st grade students, which will 'feed' into the PACE Center at the Roger E. Sides Elementary School, which is right across the street. Though the campus is just across the street, the students from Karnes City Primary School, who are enrolled in the PACE program, will be provided transportation, via a bus, between the two schools. This will ensure that every student "feeding" into the Roger E. Sides Elementary school is transported safely across the street and will ensure that young students aren't running across the street during severe weather.

Before-school transportation: Transportation to before-school activities will be made available via the school district's traditional bus routes and schedule. Of course, students who walk to school or are driven to school will also be allowed to attend before-school activities.

After-school transportation: For all students attending the PACE program, who would otherwise be provided bus transportation to their home after school, the PACE program will provide transportation home. Buses will depart on a regular schedule and will drop the students off at, or near their homes (similar drop off sites as the regular bus route).

Summer PACE school transportation: For all students attending the PACE program summer events, who would otherwise be provided bus transportation to and from their home during the regular school year, will be provided transportation to and from their normal school bus stops. As noted above, transportation will be provided by school district buses and by school district hired and trained drivers. Busses will run once in the morning and once in the afternoon, at the end of daily programming.

Adjunct Sites/Field Trips: The PACE program does plan on using adjunct sites and will also be including field trips. Adjunct sites will include community country clubs and city pools so that PACE students can participate in structured physical activities. In addition, the PACE program will offer field trips for participating students. Field trips will include, pending TEA approval, educational tours and interactive activities with museums, zoos, historic sites, and/or nature preserves. Further, the PACE program will offer field trips that include organized visits to colleges and universities to encourage interest in and familiarity with the pursuit of higher education. In all cases, district school buses and district hired, and trained, bus drivers will be provided for transportation.

Summary: The PACE program staff believe that by offering this array of transportation services will ensure that all students wanting to participate in the PACE program will be able to do so. Further, and to reiterate, in all cases, only school buses and school hired, and trained drivers will be used. This will ensure that every PACE program student can travel safely to and from the centers and their home.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The PACE program catchment area is primarily a rural area with no large cities and no public transportation systems. Thus, there are very few individuals in the catchment area that want to volunteer AND who have the means to commute to their assigned center. However, despite this challenge the PACE program does anticipate being able to encourage and recruit volunteers. Specifically, the PACE program will recruit eligible and qualified high school students and retired teachers, to help volunteer via the "Buddy Program." For high school student volunteers, the Buddy Program is designed to match elementary and middle school students with a mentor. The role of the Mentor will be to meet weekly with the younger student, support the student with homework, and to encourage the younger student to do well in school, and to discuss what life is like in the high school (aka: 'the big school'). For the retired teachers, the Buddy Program will work just like it does for the high school students with the exception that the Site Coordinators and Academic Liaisons will ensure that retired teachers are matched to students who are struggling academically. This will allow the retired teacher to also act as an academic mentor and help tutor, as appropriate, the student.

To recruit qualified and eligible high school students, the PACE staff will visit local area high schools that have a PACE Center in the district. The staff will present the Buddy Program to high school students. To qualify, high school students must be passing all their classes, have no disciplinary referrals, have not been truant, and will have to have a recommendation from their school principal. The recruitment of qualified and eligible retired teachers will be done with the local area Retired Teachers Association. This group meets regularly and has been active in the local area.

Young students wanting to be assigned a 'Buddy' will be asked to sign-up. The PACE program Family Engagement Specialist will talk about the program with PACE program parents and PACE program staff will be able to accept referrals from school staff, as well as, make their own referrals.

As with any volunteer, the high school students and the retired teachers will have to pass a criminal background check. Those that pass this background check will be provided training on the roles and responsibilities of being a Buddy. Once this is done, the volunteer will be instructed on district and campus specific rules related to checking-in, mentoring time, checking-out, and what to do if the child being mentored makes a threatening statement (e.g., that they were victims of child abuse, are thinking about suicide, are thinking of hurting someone else, etc.). Further, the mentors will be provided training in youth development and in motivational interviewing. These are essential trainings to ensure that the Mentor understands the developmental level of the child being mentored and to provide a foundation of how to ask questions of the young student without sounding judgmental. Once the Mentor has passed the background check and completed all required trainings, the Mentor will be included in all onsite PACE program professional development opportunities.

When the Mentor is fully trained, the Site Coordinator will match a mentor with a specific younger child. For example, a Mentor with a strong English-Reading background may be matched with a student struggling with English-Reading. In this example, the Mentor will be trained in the PACE program's "Reading to the Stars" initiative, where volunteers will be paired with a child to listen and read to them. Other matching categories might include STEM interest, math, writing, sports, college interest, career goals, etc. Mentors will be expected to make at least weekly contact with their assigned student and will be asked to stay a mentor for at least one academic year. Mentoring sessions usually last about 30 minutes. In all events, the Mentor and student must remain in the line-of-sight of a PACE program staff member.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The preliminary plan for how the PACE program will continue after funding under this grant ends includes the following items: 1) Rigorous evaluation; 2) Information dissemination to include social media, 3) Active community involved via a Community Advisory Council; 4) Cash match; 5) In-kind supports; and 6) Publication.

Rigorous evaluation: The hallmark of effective sustainability planning is to ensure that local community stakeholders are aware of the positive impacts a program has achieved. To accomplish this, the PACE program will utilize a rigorous evaluation design that will document the impact of the PACE program related to the following variables: 1) Academic achievement, 2) Disciplinary referrals, 3) School attendance, 4) Promotion rates, 5) Graduation rates, and 6) Higher education attendance goals. The PACE program Evaluator (PE), ensuring that all data are de-identified, will collect and analyze data from PACE participants and from non-PACE participants. Then the Evaluator will utilize disaggregated data analysis to determine the impact of PACE participation at each PACE center. The results of this analysis will be published in the annual PACE Evaluation Report.

Information dissemination to include social media: Sound sustainability planning includes continually informing the community about the importance of a program. The PACE program will do this via the program's information dissemination plan. Specifically, PACE Site Coordinators will utilize Facebook, Twitter, Instagram, and/or SNAP to continually update the community about the events taking place at the program and any "breaking news" related to evaluation reports. Once the PACE Evaluation Report is released, the Site Coordinators will begin to disseminate the findings of the report to the community in brief, but consistent, messaging. The intent is to remind the community, key stakeholders, staff, and school administrators about the impact each program is having on each campus.

Active community involved via a Community Advisory Council: To ensure that the findings of the PACE Evaluation Report are disseminated to the community, each PACE Center will form a *PACE Community Advisory Council (CAC)* that will be comprised of the campus leadership and key community stakeholders. In districts with more than one PACE center, the CAC will elect two representatives to sit on a *PACE District Community Advisory Council (DCAC)*. In addition, key district leadership staff (e.g., Superintendent, Business Officer, etc.) will also be part of the DCAC. As the PACE Program Evaluation is released the individual CAC's will meet to review and discuss the findings specific to the local center. Then, if the district has two or more centers, the PACE program will hold a DCAC meeting to discuss the findings as a district. As applicable, the PE will attend the initial CAC and DCAC meetings to give additional insight into the findings and to answer community specific questions. The purpose of the CAC and DCAC is to investigate and initiate sustainability plans for the parts of the PACE program that were deemed to be effective. It is planned that the CAC's and DCAC's will help generate approximately 20% of the needed funding to sustain the local PACE program centers.

Cash match Another important aspect of effective sustainability planning is to get community stakeholders to put in their own funds. Even before the first year of the PACE program, the six districts comprising the PACE program have pledged \$296,650 in cash match in the form of maintenance, utilities, and transportation costs. However, based on previous experience, the PACE program staff understand that this is not enough. Thus, the PACE Program Sustainability Plan is to engage each District's Superintendent and School Board to allocate 45.0% of the programs costs by August 1, 2021 and 60% of the costs by July 31, 2023.

In-kind supports: Another important attribute of a successful sustainability plan is to seek in-kind contributions. The PACE program has already secured in-kind commitments from Connections, Karnes/Wilson County Juvenile Probation and City Libraries. In the first year of the program, the PACE staff will work hard to increase the number of volunteers to provide even more in-kind support.

Publication: Programs that are deemed as "model" programs are easier to sustain. To become a model program, a program must have its evaluation results published in a peer-review journal article. Thus, if the PACE program's Evaluation Report documents evidence of effectiveness, the PACE program staff will seek to publish these findings. This will have two profound benefits. First, peer-reviewers will scrutinize the data analysis process used by the PE to ensure it was rigorous. Second, once the peer-reviewers accept the findings for publication the PACE program staff can submit the findings for inclusion in national databases that showcase promising and evidence-based programs and practices.

Thus, by the time grant funding ends, it is anticipated that the PACE program will have secured at least 60% of the needed funding for sustainability from the local school districts, 20% from the CAC's and DCAC's, and the remainder from in-kind support.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Fortunately, all the school districts' participating in the PACE program have a long and storied history of effectively coordinating federal, state and local programs to ensure the most effective and efficient use of public resources. By focusing on how the PACE program partners have demonstrated coordination in the past will help to demonstrate how the PACE program partners will conduct themselves in the future.

Federal Programs: Currently, PACE program school partners receive federal funding via Title programs and federal discretionary grants. To ensure coordination, the PACE Executive Management Team (PEMT), comprised of the Superintendents from all the school districts participating in the PACE program, their Business Managers and the PACE Program Director met, on April 9, 2018, nearly a month before the submission of the PACE program grant application, to review the coordination of federal funds. Each school district Superintendent reported that they would utilize existing Title 1 funding to supplement the PACE program. As an example of this coordination, the PEMT worked to ensure that in-school Title 1 services to students are linked with before- and after-school activities. In addition, each Superintendent pledged to coordinate school nutrition funding so that all students participating in the PACE program, including the summer activities, are provided with a snack and/or meal, as appropriate. This coordination alone significantly increased the effectiveness of public resources. Further, several school districts receive discretionary federal grant funding. As an example of coordinating federal resources, Karnes City Independent School District (KCISD) receives federal funding under the Transforming School Climate Grant (TSCG) and the Innovative Approaches to Literacy (IAL) grant. PACE program partners and stakeholders were invited to attend all TSCG and IAL trainings and events and TSCG and IAL staffs worked with each district to ensure that best practices were being passed along. Thus, the lessons learned in one district is being disseminated to all districts, a highly-effective and efficient use of public resources.

State Programs: PACE program partners will also coordinate state programs and resources. Specifically, all participating school districts receive funding to implement state programs and services. As an example, school districts receive funding for transportation services and each participating school district has already developed a transportation plan that includes using state resources to help transport students to and from PACE program activities. In addition to school districts, the PACE program community partners also receive state funding. As an example, Connections, a local nonprofit, provides counseling to at-risk students and their families via the Department of State Health Services' (DSHS) funding entitled Services to At-Risk Youth (STAR). Working with Connections, the PEMT has secured a commitment to coordinate services so that students attending the PACE program can receive mental health services and counseling, as appropriate and with parental consent. In addition, the PEMT has helped to coordinate the state programs being offered at city libraries. This coordination means the instructional lessons being taught in the PACE program are expanded into the city library. As an example, when computer coding is being taught in the PACE program city libraries will be displaying STEM related materials in their showcases.

Local Programs. Local program includes the Karnes/Wilson County Juvenile Probation Department's ROPES course. The PEMT has already secured cooperation with the probation department to provide high and/or low ROPES instructors in alignment with PACE program activities. Local funds will also be used to supplement the costs related to the PACE program (e.g., janitorial, utilities, business support services, maintenance personnel, access to furniture and equipment, etc.).

PACE Executive Management Team (PEMT): As noted above, the PEMT will take the lead in ensuring that the PACE program will coordinate with federal, state, and local programs and make the most effective use of public resources. The PEMT has already met, on April 9, 2018, to plan for the initial coordination of existing federal, state and local programs. Going forward, the PEMT will meet at least quarterly to review the coordination efforts and to revise those efforts as necessary to ensure the most effective use of public resources. In addition, each member of the PEMT will receive annual training related to supplement versus supplanting to ensure that all resources are supplementing programs and services and not supplanting them. However, this is not new for PACE program partners, as currently, they coordinate approximately \$4,000,000 in federal, state, and local resources.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 128901

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Roger E. Sides Elementary 221 North Esplanade St. Karnes City, TX 78118		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	128901105				
	Cost per student	\$961.94				
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		75	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Karnes City Primary				
	9-digit campus ID number	128901107				
	Estimated transportation time	3 minutes				
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Karnes City Junior High 400 TX-123 Karnes City, TX 78118		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	128901041				
	Cost per student	\$961.94				
	"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Kenedy Elementary 401 FM 719 Kenedy, TX 78119		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	128902104				
	Cost per student	\$961.94				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Pettus Elementary 500 N. May St. Pettus, TX 78146		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	013903101				
	Cost per student	\$961.94				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
	Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Pettus Secondary 500 N. May St. Pettus, TX 78146		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number:		013903001				
Cost per student		\$961.94				
"Regular" student target (to be served 45 days or more annually):		50	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name						
9-digit campus ID number						
Estimated transportation time						
Center 6		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Pawnee Elementary and Junior High 6229 FM 798 Pawnee, TX 78145		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	013902101				
	Cost per student	\$961.94				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):		40	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Runge Elementary 600 Reiffert ST. Runge TX 78151		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	128903101				
	Cost per student	\$961.94				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):		45	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Stockdale Elementary 800 S. 6 th St. Stockdale, TX 78160		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	247906101				
	Cost per student	\$961.94				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Stockdale Junior High 600 W. W. St. Stockdale, TX 78160		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	247906041				
	Cost per student	\$961.94				
	"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	

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County-district number or vendor ID: 128901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program Management: The PACE program has ambitious program objectives and student service targets. To ensure that those objectives and targets are met, the PACE program will create the *PACE Executive Management Team* (PEMT). The PEMT will be comprised of the superintendents from each school district participating in the program and the business managers from each district. The PEMT will be responsible for ensuring that the PACE program is operating according to the program standards and that funds are being spent appropriately. Further, the PEMT will meet at least every quarter, but will be available for emergency meetings, as needed. The PEMT will also be responsible for approving PACE program policies and procedures, as well as, hiring and supervising the PACE Program Director (PD). The PEMT will rely on the PD to effectively manage the day-to-day operations of the PACE program to ensure that the program is meeting objectives and achieving student service targets. The PD will be responsible for setting the vision and achieving the mission of the PACE program. Further, the PD will work to ensure that each PACE Center has the necessary supplies and resources to be successful.

Center Operations: The day-to-day operations of the PACE Centers will fall to the nine PACE Site Coordinators (SC). The SC's are responsible for ensuring that all Program activities are properly staffed and that all activities are provided in a safe and secure manner, as well as, ensuring that each center is meeting its objectives and student service targets. The SC and the PD will work cooperatively to ensure that each Center has consistent and reliable staffing to fulfill the schedule, which consists of 45 minutes of before-school and 2.25 hours of after-school activities, each Program day. The SC will be responsible for ensuring that all staff and volunteers are properly trained and that all students are provided safe, fun, and educationally enriching activities. To help accomplish this endeavor, the SC's will have access to Youth Care Specialist (YCS), Youth Care Workers (YCW), and Tutors. YCS are highly skilled workers who have advanced training and/or experience working with students in a before- and after-school program. YCW are staff members who have received training in how to supervise students in a before- and after-school program but have not yet achieved enough experience. Tutors, who are trained and certified teachers, will also be available to assist with homework assistance, Strategic Tutoring, and credit recovery. The SC will ensure that there are enough YCS and YCW to provide a 1:14 ratio of staff and students, well below the national average of 1:22. Further, to ensure that each student receives adequate homework assistance the Tutor-to-Student ratio will be set at 1:16, for small group tutoring the ratio will be 1:4 and for individualized tutoring the ratio will be 1:1. Further, each SC will be able to offer different enrichment activities based on the needs of their individual Center and its community.

Management Communications: To ensure that adequate communication is flowing between the PD and SC, there will be weekly conference calls so that the SC can report on their progress and inform the PD if there are any challenges (e.g., staffing shortage, attendance issues, etc.) or significant accomplishments (e.g., 100% attendance, a special recognition, etc.). These weekly conference calls will allow time for each SC to share, with their peers, their programming strategies. The weekly conference call will also allow time for the PD to share information to all SC's and to inform the SC's about any challenges, obstacles, and accomplishments that the PACE Program has experienced. After these calls, the PD will create and distribute a weekly newsletter. The newsletter provides a method for communicating lessons learned and tips for improving the Program. In addition, the PD will travel to each PACE Center at least once per month for a site visit. During the site visit the PD will observe the Program and the Center in action, ensuring all safety procedures are followed, and that attendance is being accurately tracked. The PD will also have time to talk with the SC about achievements and challenges facing their Center.

Budget Plan: The PD, working with the PEMT, will ensure that each PACE Center is provided with the financial resources to be effective. This will include allocating funding for the SD, YCS, YCW, Tutors, and related supplies. In addition, funding will be allocated to ensure that all staff receive four hours of required training prior to working with youth. Further, the SC will be provided an opportunity to attend local, state, and national conferences like the National Afterschool Association Conference and the Department of Education's Summer Institute. In an event where the SD believes that additional resources are need, the SD will contact the PD and submit a formal Purchase Order (PO). If the PD agrees and the expenditure is already in the budget, the PD will submit the PO for payment via the business office. If the PD agrees, and the purchase order requires a budget amendment and/or additional approval, the PD will submit the PO to the PEMT for approval. If the PO is of an urgent nature and can not wait until the next scheduled PEMT meeting, the PD can call an emergency PEMT meeting.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 128901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The PACE program has created an evaluation plan that includes formative and summative evaluation components and has created a plan that will utilize both quantitative and qualitative data. To implement this plan, the PACE program staff have created the *PACE Evaluation Team* (ET) which is comprised of the nine Site Coordinators, the PACE Program Director and an External Evaluator. The ET will ensure that the evaluation plan aligns with the PACE Program Milestones and Objectives noted on Schedule 14, Part 2 of this application. Further, the evaluation plan was created with the intent of using the formative evaluation reports to form the basis of the PACE Program's Continuous Quality Improvement initiative. To track program progress toward achieving its goals, the External Evaluator (EE) will analyze, monthly, the following process data elements: (1) Days of Program operation; (2) Hours of Program operation; (3) Weeks of Program operation; (4) Number of regular students attending; (5) Number of Parents/guardians participating in Program activities; (6) Number of activities implemented with fidelity; (7) Duration of each activity; (8) Number of highly-effective tutors hired by each campus; (9) Number of highly-effective tutors who tutor in high-need areas (e.g., math, science, technology, etc.); (10) Number of tutors hired who utilize Strategic Tutoring; and (11) Participation rates by activities (e.g., tutoring, enrichment, field trips, adjunct sites, etc.). The EE will receive these data by the 5th of the following month and will, by the end of the month, have analyzed the data and created a *Continuous Quality Improvement Report* (CQIR), by each Center, that will highlight what is progressing according to plan and what areas, if any, need improvement. The reports will be submitted to the ET which will review the reports and make recommendations for program quality improvement to the PEMT.

To track progress toward achieving the stated outcomes of the Program, the EE will analyze, every grading period (approximately every 6-weeks) the following outcome data: (1) Percentage of students passing all their classes; (2) Percentage of students failing one class; (3) Percentage of students failing two or more classes; (4) Percentage of students who were truant one or more days; (5) Percentage of students who had a disciplinary referral; and (6) Percentage of families actively engaged in the program. The EE will analyze these data and create a *Grading Period Report, by Center*. This report will allow the ET to assess program progress and address any identified weaknesses or concerns. Then every semester, the EE will collect and analyze the following data elements: (1) Percentage of students on track to achieve grade promotion and (2) Percentage of students on track to achieve or exceed their graduation trajectory goals (i.e., have not failed a class, have passed all STAAR tests, etc.). The results of this analysis will be part of the *PACE Semester Report*. On an annual basis, the EE will collect the following data elements: (1) Survey results from parents, staff, teachers, administrators, community members, students, and contractors and (2) Focus group results from participants, family members of participants, teachers, and students. The EE will analyze these data and include them in the *PACE Annual Evaluation Report* which will summarize the results from the Continuous Quality Improvement Reports, the Grading Period Reports and the PACE Semester Reports. Thus, the PACE Program's evaluation plan calls for continuous quality improvement via the collection of qualitative (i.e., surveys and focus groups) and quantitative (e.g., student report cards, attendance logs, etc.) data. This rigorous evaluation plan will allow for complete, comprehensive, and meaningful evaluations of the entire PACE Program and will ensure that evaluation results are used to improve program operations and quality.

The following is the PACE Program Evaluation Timeline.

PACE PROGRAM: EVALUATION SCOPE OF WORK												
<i>Scope of Work</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
Contract for Evaluator approved												
Evaluation Plan approved												
Fidelity Assessments begin				<i>Ongoing Fidelity Assessments</i>								
Monthly CQIR published				<i>Ongoing creation of monthly evaluation reports</i>								
Evaluator attends PEMT meetings												
Grading Period Report published												
Focus groups conducted												
PACE Semester Reports published												
Annual Evaluation Report due												

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 128901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 128901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 128901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 128901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 128901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 128901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 128901

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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